

**State Of Maine
Department Of Education**

**Instructions for the
Gifted and Talented Educational Program
Initial Application
2015-16**

All school administrative units (SAU) must complete the Gifted and Talented Educational Program Initial Application for the 2015-16 school year. The application must reflect the current status of the SAU's gifted and talented program(s).

NEW THIS YEAR:

- Applications must be submitted electronically to GT.DOE@maine.gov by **September 30, 2015**.
- The Initial Application is available on the Maine DOE's Gifted and Talented [website](#) as a fillable PDF form or an RTF document.
 - Complete the application electronically and save the file.
 - Print the completed application and have it signed and dated by the SAU superintendent.
 - Scan the completed, signed and dated application and email to GT.DOE@maine.gov by September 30, 2015. *(Unsigned and/or undated applications will not be accepted)*
- The SAU's gifted and talented program budget proposal included as part of this application must also be reported in the Maine Education Data Management System (MEDMS) financial system as part of the SAU's Annual Budget Reporting.
- In the event that the initial application submission is not approved, the SAU will have 30 days to revise and resubmit the application.
- All SAUs will be notified of approval/non-approval status in writing.
- All final applications and accompanying approval/non-approval letters and approved budgets will be posted on the Maine DOE's Gifted and Talented [website](#).

Instructions for completing the 2015-16 Gifted and Talented Educational Program Initial Application:

1. Provide a detailed description of the SAU's philosophy for the gifted and talented program(s). These should be reported separately (by academics and arts) in the spaces provided.
2. The abstract should provide a general description specific to the delivery of the program(s). These should be reported separately (by academics and arts) in the spaces provided. *(For example, grades 3-5 consultation model for identified ELA students, grades 3-5 pull out services for identified math students, grades 3-5 differentiation in the regular classroom for identified arts students, etc.).*

3. Identify the goals, objectives and activities for each program component, K-12 (*not by content area; categorized by academics and arts*). These should be reported separately in the spaces provided.
4. Provide a detailed identification process for each of the three categories in which gifted and talented children are identified (*general intellectual ability, academic aptitude, and artistic ability*) in the spaces provided. *Note: In the academic areas, at least one measure must be objective. This is not the case with the arts.*
 - Describe the SAU's procedure to identify a transfer student from another district or school (*regardless of previous GT identification*). Include the notification of parent/s or guardian in this response.
 - List reasons for exiting the program and describe the SAU's procedure when considering the removal of a student from the program. Include the notification of parent/s or guardian in this response.
 - Describe the SAU's procedure if a parent, teacher, or student appeals the decision of the gifted and talented identification committee. Include the notification of parent/s or guardian in this response.
5. List any workshops, conferences, book studies, etc. that directly relate to the professional development of personnel responsible for gifted and talented services. Include the specific titles or names of the professional development.
6. Describe the management structure of the gifted and talented program(s). This includes but is not limited to the roles and responsibilities of administrators and teachers of the gifted and talented.

Professional Staff

- List the professional staff by name for whom you are requesting subsidy. Professional staff refers to teachers and administrators.
- In the endorsement column, indicate whether this person is or is not gifted and talented endorsed or holds a transitional endorsement.
- Indicate whether the person is working as a teacher or administrator.
- Indicate the grade levels for which the person is responsible.
- Indicate if this person is working full-time or part-time in the Gifted and Talented program.

Auxiliary Staff

- List the auxiliary staff by name for whom you are requesting subsidy. Auxiliary staff refers to educational technicians.
- Write the person's title or role.
- In the endorsement column, indicate whether this person is or is not gifted and talented endorsed or holds a transitional endorsement.
- Indicate the grade levels for which the person is responsible.
- State the name and position of supervisor.
- Indicate if this person is working full-time or part-time in the Gifted and Talented program.

7. Please describe how you determine the effectiveness of the program(s). *(Self-evaluation process and/or procedures)*.
8. This is a narrative justification/description of the items included in the proposed budget in number 9.
9. The costs reported here refer to the school year 2015-16. The budget should include both the academic and the arts programs. Individual names, specific titles/names and costs should be reported.

Write professional staff member's name and state elementary and/or secondary salary including benefits.

- The administrator must hold administrative certification but does not have to have the gifted and talented endorsement.
- The teacher must hold a full or transitional gifted and talented endorsement.
- Teachers in the arts must be endorsed and work with only identified gifted and talented arts students in order to receive gifted and talented funding. The percent of time spent with identified students is an allowable cost. Teachers in the arts may be the teacher for gifted and talented arts students if they are under the direct supervision of an endorsed teacher of the gifted and talented or an endorsed administrator; however, that portion of the arts teacher's schedule is not an allowable cost if the teacher is not endorsed.

Write auxiliary staff member's name and state elementary and/or secondary salary including benefits.

- An educational technician must be endorsed or under the direct supervision of an endorsed teacher/administrator of the gifted and talented in order to receive funding.

If the person works part-time as a gifted and talented teacher and part-time as a classroom teacher or administrator, only list the salary that refers to the GT portion of his or her salary.

Write independent contractor's name and state elementary and/or secondary contract amount.

- A mentor must be under the direct supervision of an endorsed teacher of the gifted and talented or a certified administrator.
- A tutor must be under the direct supervision of an endorsed teacher of the gifted and talented or a certified administrator.
- A visiting artist must be under the direct supervision of an endorsed teacher of the gifted and talented or a certified administrator. The portion of the time spent with only identified gifted and talented students is allowable.
- A contractor may provide professional development and/or program consultation.

A. Educational Materials and Supplies - Names and Cost

- Books and supplemental materials for both the academic and visual and performing arts programs used to implement the gifted and talented program for identified students are an allowable cost. These materials must be supplemental to what the regular program finances. For example, a book is purchased for the identified gifted and talented students in order to supplement the textbook. The textbook is not an allowable cost whereas the book

is an allowable cost. If a gifted and talented student uses pastels for an art project, this is not an allowable cost because all students use pastels. If the identified student requires specialized materials for the art project, then this is an allowable cost.

- Equipment is not an allowable cost. For example, computers, iPads, iPhones and printers are not allowable costs.

B. Other allowable costs

- Field trips are an allowable cost if the trip is a unique program to meet the needs of gifted and talented students. *(If all students at grade five are going on the field trip, then this is not an allowable cost).* If the field trip is an allowable cost, then the mileage, bus driver, and any admission fees are approvable.

C. Student Tuition

- A regional program is an allowable cost under this section.
- Computer programs/courses for identified students such as Virtual High School, Aleks, Renzulli Learning are allowable costs.
- If students have exhausted the curriculum options at their high school, students may take a college level course at the University. The tuition reimbursement is limited to one course per student per semester. The course will be reimbursed at the state tuition level.

D. Staff Tuition – Professional Development

- The tuition of certified teachers or administrators to university level courses in gifted and talented education is allowed for personnel with direct administrative or instructional responsibility for the gifted and talented program. The tuition reimbursement is limited to one course per person per semester at the state University tuition level.
- The costs of staff development in gifted and talented education for professional staff are allowed if the staff development is conducted by a person from the field of gifted education who will specifically address the needs of gifted and talented students. Staff development may include SAU or school in-service programs, training institutes, workshops, or conferences.
- Registration fees for state, regional, or national Gifted and Talented conferences are allowable costs.

Totals

- Copy the subtotals from the previous two pages and total.